DOCUMENT RESUME

ED 336 714 CS 010 634

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TITLE Stop! Look! Listen! A Successful Pre-Kindergarten Intervention Summer School Program.
PUB DATE May 91
NOTE 49p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Demonstration Programs; *Disadvantaged Youth; *Early Intervention; High Risk Students; Language Skills; *Learning Readiness; Preschool Education; Program Descriptions; Special Programs; *Summer Programs; Young Children
IDENTIFIERS *Education Consolidation Improvement Act Chapter 1; Emergent Literacy; Mesa Public Schools AZ

ABSTRACT

A Chapter 1 pre-kindergarten intervention summer school program of the Mesa Unified School District in Arizona was selected by the United States Department of Education as being unusually successful in meeting the special educational needs of disadvantaged children. Students determined to be at-risk are enrolled in the program, which takes place in June and July, and aims to help 4-year-olds acquire necessary language and pre-readiness skills to enter a formal kindergarten program. Classes, limited to 15 students, are offered at 7 regional sites. In addition to the readiness program taught by master teachers, two certified speech and language pathologists provide specialized services to students and in-service training to teachers. In the 1988-89 school year, 114 children were enrolled in the program. Of the students taking the Mesa Chapter 1 Pre-Kindergarten Progress Test, 92% attained 70% mastery, far surpassing the formal goal of 80% of the children attaining such mastery. Furthermore, while 100% of the students were initially eligible for remedial kindergarten programs in the fall, only 27% were so placed, while 73% progressed to a regular kindergarten. A seven-page project overview is provided. (Attachments contain a list of behavioral objectives, a treasure hunt language activity with charts and lesson plans, parent information sheets, the pre-kindergarten progress test, and forms and letters related to the program's award.) (SR)

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STOP!
LOOK!
LISTEN!

A SUCCESSFUL PRE-KINDERGARTEN INTERVENTION SUMMER SCHOOL PROGRAM

AGENDA

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Chapter 1 Coordinator

Speech and Language Component ..... **Daryrene Anderson**
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CHAPTER 1
MESA PUBLIC SCHOOL
MESA, ARIZONA

CHAPTER 1
PRE-KINDERGARTEN PROJECT OVERVIEW
MESA, ARIZONA

This presentation addresses a Successful Chapter 1 Pre-Kindergarten Intervention Summer School Program of the Mesa Unified School District. In addition to our summer school's behavorial objectives and its District - developed curriculum, the presentation also includes the Summer Pre-Kindergarten, Speech, Language, and Readiness Skills Project Component. We feel that this component is unique to the state of Arizona and possibly the nation.

Students are selected for participation in this project in the following manner. During kindergarten registration week (first week of May), students registering for fall kindergarten classes are individually administered an informal assessment instrument identifying their strengths and weaknesses in the areas of developmental readiness for formal kindergarten, speech and language skills, reading readiness, math readiness and fine motor development. Parents of those students scoring six or more follow-ups are advised to enroll these at-risk youngsters in our pre-kindergarten summer program. Beginning in mid June through July, classes are limited to fifteen students. Seven regional sites are offered for the convenience of transporting youngsters. Instruction is provided by certificated master teachers whose academic preparation is in the specific areas of early childhood education.

In addition to the readiness program the students participate in, we employ three certified speech and language pathologists to screen, informally test, and work with students identified as in need of these specialized services. The speech and language pathologists also provide invaluable in-service training to the regular classroom teachers throughout the summer program and provides valuable documentation for the schools in which these at-risk students will attend in the fall.

This component has been very successful in providing at-risk youngsters with the opportunities for success in the developmental readiness skills necessary to begin their formal education in the fall.

As one of our staff so eloquently stated:

"We can make or break these beautiful little people and I for one shudder to think how my abrupt, careless responses can truly affect their perception of life, what they are and what they should be. This awesome responsibility is mine and if I ever fall short of perfection in this, I request that my teammates let me know. God willing, I will know instinctively that I have blown it, but if not, then it is time to be reminded. Smiles, hugs, kind words, compliments, encouragement, positive reinforcement, feeling of self-worth, feeling of being cared about -- we give hope, we give love, we do make a difference."

PROGRAM EFFECTIVENESS

Discussion

The Mesa Public Schools Chapter 1 Pre-Kindergarten Summer School Program was created to help four-year old children acquire necessary language and pre-readiness skills to enter a formal kindergarten program. The formal objective required that this be demonstrated by 80 percent of the children attaining 70 percent mastery on the Mesa Chapter 1 Pre-Kindergarten Progress Test. An informal measure of success was a tracking of those students served during the five week summer school program as to their placement in extended day kindergarten (a supplemental program which provides an additional instructional session each day during the child's kindergarten year), developmental kindergarten (a half-day program designed for children who are chronologically eligible to start school, but are not academically or developmentally prepared for a regular kindergarten experience) or the regular kindergarten program during the fall.

The Chapter 1 Pre-Kindergarten Summer School Program served 114 students. Of this 114 children, 67 or 59 percent were male and 47 or 41 percent were female. The ethnic breakdown showed that the majority of the students were white (76 or 67 percent). The next largest group was the Hispanic group with 32 or 28 percent, the American Indians or Alaskan Natives were 4 in number or 4 percent, followed by a Black population of 2 or 2 percent.

In order to be initially identified as eligible for the Chapter 1 Pre-Kindergarten Summer School Program, a score of six or more follow-ups on the Readiness Skills Inventory were necessary. The Readiness Skills Inventory is the kindergarten screening instrument used by Mesa Public Schools and is given to all pre-registering kindergartners in the spring to aid in fall placement of kindergartners. It is a test that must be administered individually to students. It should also be noted that only those students who will be attending Chapter 1 schools in the fall, regardless of numbers of follow-ups, were considered for Chapter 1 Pre-Kindergarten Summer School.

Based on this criteria, 236 pre-kindergarten children were identified at Chapter 1 schools as eligible for the summer school program. One hundred and fourteen pre-kindergartners actually were enrolled in the program. Of this 114 children, all children had 6 or more follow-ups.

The Chapter 1 Pre-Kindergarten Program for the summer by far exceeded its formal goal of 80 percent of the children attaining 70 percent mastery on the Mesa Chapter 1 Pre-Kindergarten Progress Test. Of the 114 students attending the Pre-K Summer School Program, 87 actually took the Mesa Chapter 1 Pre-Kindergarten Progress Test. (One classroom did not furnish scores. Other students were absent or had moved by the day of testing.) Fifty points were possible on the test. The median score attained by the students was 45. Ninety-two percent of the students tested attained 70 percent mastery. In terms of the posttest measure, the Chapter 1 Pre-Kindergarten Summer School Program was an immense success.

Criteria for fall developmental kindergarten placement and extended day kindergarten placement were 4 or more follow-ups on the RSI taken during the spring. All children who did poorly on the RSI were retested in the fall with the Learning Accomplishment Profile to further screen for placement. According to this criteria, Chapter 1 Pre-Kindergarten Summer School children were initially eligible for developmental kindergarten or extended day kindergarten fall assignment. Of the 114 students served in summer school, two students were placed in special education programs. Eight students moved before fall classes began. Of the remaining 104 students, 26 or 25 percent were placed in developmental kindergarten rooms. Two or 2 percent were placed in extended day kindergarten rooms. This translates into 73 percent of Chapter 1 pre-kindergarten students who were initally designated to enter either a developmental or extended day kindergarten program, progressing to a regular kindergarten.

Summary

The Chapter 1 Pre-Kindergarten Program substantially surpassed its formal goal of 80 percent of the children attaining 70 percent mastery on the Mesa Chapter 1 Pre-Kindergarten Progress Test. In fact, 92 percent of the students met this goal. In addition, while 100 percent of the pre-kindergarten summer school students were eligible for remedial kindergarten programs, only 27 percent were so placed in the fall.

During March, elementary schools are targeted for Chapter 1 services based on "Projected Enrollment" published by our Research & Evaluation Department. Projection data was used to allow for inclusion of new elementary schools and accompanying boundary changes in the analysis. It is a requirement that, when projection data is used to predict Chapter 1 eligibility and actual data is available, the study be redone.

Using September 15th membership data, target school selection was recalculated based on number and percent of low income students in each attendance area. In addition, schools were ranked by number and by percent. These ranks were summed and the sums reranked to give a total ranking including both number and percent. It should be noted that if this method is used, you cannot serve more schools than identified under the other methods.

Schools are selected based on the highest percentage of students receiving free or reduced lunch. Once schools are selected, the lowest achieving students at those schools are served.

NAME	% of Children from Low Income Families
Lowell	79.7
Longfellow	62.2
Lincoln	60.7
Stevenson	58.7
Webster	55.1
Eisenhower	51.3
Holmes	50.7
Adams	49.9
Jefferson	48.5
Whitman	46.7
Lehi	41.3
Sousa	41.1
Taft	41.1
Emerson	37.0
Edison	36.0
Whittier	33.1
Lindbergh	32.1
Keller	30.2
Redbird	29.7
Roosevelt	27.7

Project Overview

This proposal addresses only one component, the summer pre-kindergarten speech, language and readiness skills project of Mesa Unified School District's total program.

We feel that this component is unique to the state of Arizona and possibly the nation.

Students are selected for participation in this project in the following manner. During kindergarten registration week (first week of May), students registering for fall kindergarten classes are individually administered an informal assessment instrument identifying their strengths and weaknesses in the areas of developmental readiness for formal kindergarten, speech and language skills, reading readiness, math readiness and fine motor development (See Attachment E). Parents of those students scoring six or more follow-ups are advised to enroll these at-risk youngsters in our pre-kindergarten summer program. Beginning in mid June through July classes are limited to fifteen students. Seven regional sites are offered for convenience of transporting youngsters. Instruction is provided by certificated master teachers whose academic preparation is in the specific areas of early childhood education.

In addition to the readiness program the students participate in, we employ two certified speech and language pathologists to screen, informally test and work with students identified as in need of these specialized services. The speech and language pathologists also provide invaluable in-service training to the regular classroom teachers throughout the summer program and provides valuable documentation for the schools in which these at-risk students will attend in the fall.

This component has been very successful in providing at-risk youngsters with the opportunities for success in the developmental readiness skills necessary to begin their formal education in the fall.

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SECTION II

Project Goals & Objectives

The primary educational goals and objectives of our pre-kindergarten summer school program are centered around the identification of those at-risk youngsters entering formal school in the fall and assessing the developmental readiness for this same targeted group in a structured kindergarten environment. The goals & objectives are the focus of the efforts of our Chapter 1 project. It is our intent to provide a intervention program to these youngsters. Through cooperative efforts from several departments including the Special Education Speech & Language division, Community Education, our Foundational Skills Department (kindergarten through third grade) and our Chapter 1 Department, we have worked diligently together to provide the best possible intervention program for our identified at-risk youngsters.

Based on data gathered during our kindergarten registration (first week of May) we identified 236 students in need of readiness development skills. The informal instrument named "the readiness skills inventory" (See Attachment E) was administered to all students registering for kindergarten. This assessment instrument measures knowledge of body parts, direction, letter recognition, size and other readiness skills necessary for success in the formal kindergarten setting.

Communication with parents regarding results of this informal assessment are shared and those in most need of readiness are registered for the summer pre-kindergarten program.

During the operation of the program we implement our teacher developed readiness and language curriculum which is correlated to the objectives measured on the Readiness Skills Inventory Assessment. Teachers are continually reinforcing the objectives outlined in the curriculum. (See Attachment A)

A post-test assessment of readiness skills is administered during the final week of our five week program. As indicated in the evaluation portion of this application, 92% of the students tested met objectives of the program.

We feel that a unique and necessary component has been added to the program to address the identification of speech and language disorders among our registered youngsters in the pre-kindergarten program. These attributes will be addressed throughout the application.

Appropriate Instructional Materials, Methods and Approaches

A five (5) week summer school program for selected pre-kindergarten youngsters (approximately 115 students) meeting for three hours daily, four days a week was held at seven school sites.

A curriculum has been developed in the basic skills areas of readiness to address the at-risk youngsters in most need. These youngsters whose readiness skills are developmentally delayed are given experiences in the socialization and pre-instruction attributes of learning.

A unique feature of our compensatory education program is the speech & language component. Two certified speech and language pathologists were hired to assist the classroom teachers by providing in-service training and model teaching to small groups and whole group instruction. Language activities were written and incorporated into our existing curriculum to emphasize the language experiences necessary for a complete program. In addition to the modeling of language activities in the classroom, letters were sent to parents of Chapter 1 pre-kindergarten youngsters offering a number of suggestions on developing language skills at home. The speech and language specialists were also available as a resource to classroom teachers on a weekly pre-set schedule. They also assisted teachers in identifying those students unable to succeed with the pre-kindergarten curriculum due to language delay/disorders and completed the evaluation process on each child identified including: requests for evaluative follow-ups, parental rights and completion of evaluation summary reports.

Follow-up meetings were held with parents of children tested to discuss test results, implications and procedures to be followed to place youngsters in SPH programs. Parents were also provided a parent notebook containing information on developing childrens' speech and language skills.

In conjunction with our summer program the speech pathologists contacted the home school speech therapist of each child tested providing therapists with evaluation results and assisted them in writing appropriate goals and objectives of each child in need of services.

Classes were limited to a maximum of fifteen (15) youngsters and grouped within the classroom setting. Youngsters were provided with instructional materials appropriate to their skill level including a variety of manipulative and pre-reading materials. These materials were selected by a group of practitioners who are master-level teachers in early childhood education. Learning activities are managed through outlined lesson activities (See Attachment B) maximizing instructional time.

These lessons also incorporated speech and language curriculum into the existing academic readiness curriculum. All speech and language activities/interventions were incorporated into the pre-set academic readiness curriculum. Therefore, students engaged in speech/language activities and academics concurrently. Activities varied according to academic goals for each day. Daily activities reviewed past objectives while incorporating new objectives for each day.

Coordination with the Regular Program

The overall instructional goals of the Pre-Kindergarten Program are intended to compliment the instructional goals of the regular school curriculum by integrating the district established objectives with that of our academic readiness curriculum and speech/language curriculum.

Teachers, both regular classroom and speech pathologists, met daily along with supervisory staff for planning and coordinating content and skills instruction. In addition, the speech/language pathologists at Mesa Public Schools were contacted regarding youngsters identified as having speech and language needs.

The program focus was to identify children having speech and/or language need along with academic readiness needs and to coordinate those needs. In addition, parents were in-serviced on methods to be used at home to boost both academic, speech and language skills and to improve communication.

Student Progress Monitored for Regular Feedback and Reinforcements

During the summer program, data is collected by teachers regarding success in the Chapter 1 program. Once the youngsters begin to attend their home school, information is available for the regular classroom teacher regarding the child's progress in the summer pre-kindergarten program. A report card describing the youngsters success in our summer program along with antidotal comments to assist the regular classroom teachers regarding areas of strengths and weakness of each youngster is disseminated.

During the summer program, feedback is provided weekly to teachers, parents and students. Both formal and informal assessments are made providing relevant information to all parties concerned.

Strong Leadership

The overall objectives of the Chapter 1 pre-kindergarten program are clearly defined. As director of the project, I must develop a climate that will allow initiative and cooperation to enhance instructional improvement. The leadership of our schools must establish a focus that draws together their staff in a common bond to ensure that all students can learn and that each school makes the difference between success and failure.

During the year, program planning meetings are held. Input is solicited from building administrators regarding specific needs. A program plan is instituted for each specific building site. Building administrators see that this plan is implemented and set expectations for the quality of the curriculum by using standards and guidelines established by the district. Building administrators are cognizant that quality learning takes place and learning time is free from disruption. Participation in time management training seminars enables school leaders to handle management activities with a minimum of problems and helps them to focus on instructional improvement.

Communication between building level administrators, staff, parents and the director is done with formal and informal methods. Formal communication is accomplished through interschool memorandums and technical memorandums. Teachers communicate with parents informally each week by phone or scheduled conferences as needed. Daily communication between our speech/language pathologist has been established in our summer pre-kindergarten program.

As school leaders, both at the building level and district based, procedures are established which guide parent involvement in the program. Emphasis is placed on the importance of parental support of the school's instructional efforts.

Professional Development and Training

In-service training is an important part of the pre-kindergarten program. Each summer school teacher hired attends extensive training in the areas of summer curriculum, both methods and materials used, along with motivative and discipline techniques to assist them in the success of their classroom.

In addition, our speech/language pathologists provide weekly workshops and classroom teachers in the specific areas of language development that will make each child participating in the program successful.

Three in-service training sessions are provided prior to the start of summer school or after teaching hours. All teachers involved in the program attend this training without monetary compensation for their time. We feel that the staff hired are truly dedicated professionals with youngsters success foremost in their minds.

Parent/Community Involvement

Parent and community involvement in the Mesa Public Schools is one of the more successful programs of the summer project. Parents are encouraged to participate in the learning process of their child. Parent volunteers assist the regular classroom summer school teacher on a volunteer basis attending training sessions which provide them with skills to assist in the readiness program. These sessions are coordinated with each individual classroom teacher and vary in time and length.

Another parent involvement activity includes parent meetings held at each of our target summer school sites. Parents are asked to respond to surveys regarding the needs of the children served during the program. Workshops, on how parents can help at home, suggested reading materials for children, safety and schools, are topics of discussions for individual schools.

Parents are informed about their children's progress in the following methods. Report cards are sent home with youngsters at the conclusion of the summer program. In addition, parents were met on an as-needed-basis and received weekly "newsletters" along with regular phone conferences. Parents were also provided with written and verbal information regarding the childs' academic, speech and/or language needs along with methods to meet those needs in the home environment. (See Attachment C)

Positive School/Classroom Climate

Schools and staff in our summer pre-kindergarten program support a positive school and classroom climate. Building administrators encourage initiative and cooperation to flourish for instructional improvement. This climate encourages, stimulates and inspires growth and emergence of leadership within the organizational unit. Successful teachers in the Mesa Public School District establish warm and accepting interacting relations with students. Sincerity and enthusiasm influence the learning climate of our schools. The motivation to learn is apparent in classrooms and students are aware that their teachers care deeply for them as persons and are genuinely committed to their successful growth as learners.

Teachers create an effective learning atmosphere and positive physical environment in their classroom. Bulletin boards, arrangement of classroom furniture and equipment, use of materials and actions make the classrooms look stimulating and exciting throughout the summer program.

A positive school and classroom climate is developed. It is successful when staff and parents support education and students share the premise that we are proud of our schools and the accomplishments of our students, which makes learning both effective and enjoyable.

Excellence Recognized and Rewarded

The pre-kindergarten recognizes student progress and achievement in the following manner. Instructional personnel use pleasant feeling tone when giving verbal recognition to youngsters during active participation activities. Intrinsic motivation is the ultimate goal we wish to instill in our young students. Happy grams are used weekly to recognize students who are performing outstanding work. Stickers and class leadership positions are used as an intrinsic motivation to recognize student progress. Students are given recognition by being selected "student of the day." Students are presented with a certificate and a ribbon.

All students are given recognition during our awards ceremony at each pre-kindergarten program. Students are presented with graduation certificates. Parents and relatives and fellow classmates are invited to these special events.

The Mesa Public Schools recognizes excellence among the employee personnel. Specific recognition is given to educator of the month. Nomination forms must be submitted by peers supporting the candidate's outstanding accomplishments in the field of education.

This certificate of recognition is presented by the Superintendent of schools and Governing Board members at our local school board meetings. Honorees are also presented with $300.00 stipend to attend a workshop or conference of their choice.

Outstanding employees selected for this recognition must meet the following criteria:

1.) Be a strong supporter of the Mesa Public Schools.

2.) Demonstrate initiative in the improvement of instruction, job related tasks.

3.) Display a genuine concern for and effectively communicate with students/staff.

4.) Cause a significant educational growth in students.

5.) Contribute to positive staff morale.

6.) Strive for personal and professional growth.

7.) Maintain high standards of professionalism or maintain high standards in all job related tasks.

Recognition of involvement of parents in the pre-kindergarten program varies from school site to school site. Parents are presented with certificates of recognition outlining their contributions to the success of the program. In some cases, parents and even grandparents participate in the informal graduation ceremonies.

Evaluation Results Used for Project Improvement

A. The district uses Model A1 to evaluate the effectiveness of the Chapter 1 project. In addition, sustained effects studies are done each year to monitor the overall effectiveness of the project over years. In addition to the objective data collected through test scores, judgmental input is solicited from Chapter 1 personnel, classroom teachers and unit level administrators. Also, monitoring of the program is conducted by both the evaluation specialist and the project director.

B. Project evaluations are completed each year. This includes both sustained effects study as well as the use of Model A1 to ensure the accomplishment of the specific objectives of the Chapter 1 program. In addition, information is solicited through a needs assessment from selected subpublics as noted in (A.) to determine if the program is, in fact, meeting the local needs.

C. Parents and other members of the community are informed of the project's effectiveness through the use of the Chapter 1 newsletter as well as through presentations given to parent meetings by members of the evaluation staff. This information is shared after the completion of the evaluation studies. It is again shared prior to the conducting of the needs assessment so that the public is as informed as possible concerning the effectiveness of the selected programs within the project.

D. Significant changes have taken place in the district's Chapter 1 project over the years. Most of these changes are dictated by evaluation results. One of the major changes was a redesign of the pre-kindergarten summer program in a number of schools where low achieving students were highly concentrated.

A program was instituted which targeted these students at these schools and special classes were designed to impact this target population. During the five week summer school session, individual student needs are assessed and observed by speech therapists, program director, Chapter monitor and classroom teachers. Feedback is then given to the classroom teacher. Classroom teachers adjust curriculum to meet a particular student's needs throughout the five week summer school session.

Programs were also designed to meet the specific needs of educationally deprived students at the kindergarten level. Here again, specific areas were targeted which had high concentrations of underachieving students. Developmental kindergarten and extended day kindergarten programs were specifically designed based on the evaluation information to meet the needs of these students.

ATTACHMENT A

Pre-Kindergarten Behavioral Objective

•Students will achieve 75% mastery in Speech and Language Skills.

a. Name Body Parts

b. Name Colors: red, blue, green, purple,
black, brown, orange, yellow

c. Concepts: In, out, under

d. Sequence of Events: first, second, last
arrangement of pictures
retelling of story

e. Oral Language: nursery rhymes
action rhymes
choral speaking

•Students will achieve 75% mastery in Reading Readiness Skills.

a. Visual Discrimination: same/different
b. Classify: Small, medium, large
c. Sorts: shape & size
d. Follow Oral Directions: 2 steps

•Students will achieve 75% mastery in Fine Motor Skills.

a. Copy Shape: circle, square, triangle, rectangle
b. Copy First Name
c. Cutting: line, circle

•Students will achieve 75% mastery in Math Readiness Skills.

a. Identify Shapes: circle, square, triangle, rectangle
b. Rote Count: 1 - 10
c. Name Numerals: 1, 2, 3, 4, 5

ATTACHMENT B

LANGUAGE TREASURE HUNT
PRE-KINDERGARTEN LANGUAGE ACTIVITY

INTRODUCTION: This activity is designed to incorporate into the curriculum auditory and verbal language and a review of the concepts taught daily. The "Hunt" is used as an "extra activity" at the end of the morning.

PURPOSE: The children listen to commands and follow them. Gradually the numbers of commands are increased. Children are encouraged to verbalize in complete sentences.

MATERIALS:

- Paper bags, one per child, called the "treasure bags."
- Envelope containing shapes, colors and the Bonus Cards.
- Treasure chest (Envelope used to place the Bonus Cards for a given day.)

INSTRUCTIONS:

1. The teacher places specific items about the room.
   (Ex. On the first day, the children's name cards and one triangle per student.)

2. Children sit in a semicircle before the teacher, and each receives an empty bag.

3. The children are given a specific instruction SET to follow.
   Ex. "Look around the room and find your name card and one red triangle."
   NOTE: If children experience difficulty with the length of the commands, adjust accordingly.

4. As the child locates the items, she/he returns to the circle, the teacher requires the child to verbalize what she/he has found.

5. As the children return to the circle, they are given the opportunity to respond verbally with their best effort.

6. Once the children have returned to the semi-circle, the teacher randomly picks children to choose from the Treasure Chest (envelope) a Bonus Card. The child is encouraged to respond verbally with his/her best effort.

Note: See the "Treasure Hunt Chart" for complete instructions.

SUGGESTED AUDITORY/VERBAL LANGUAGE TECHNIQUES
Skills for Teacher to Establish

AUDITORY

- Establish eye contact.
- Use simple sentences when speaking.
- Speak slowly.
- Identify the child's ability to follow oral direction.
  Give one command; gradually increase the number of instructions to 3.
- Restate directions in a different way to the child who does not understand.
- Demonstrate, explain, and/or model instructions.
  Ex. Use pictures or items to illustrate the instruction.

VERBALIZATION

- Establish eye contact.
- Require more than one-word responses.
  Helpful phrases are:

  "Tell me about....."
  "Show and tell me about....."
  "Tell me more about....."
  "Use more words."

- Include opportunities for children to:

  Greet.
  Request.
  Interact.
  Respond.

- Modify and expand a child's language when appropriate.

  Ex. *Child:* "Two foots."

  Teacher models: "Yes, you have two feet."

  NOTE: The teacher models with the correct response and gives the child the opportunity to respond with his/her best effort. Every attempt is praised.

P/K 6/89

CHAPTER 1 PRE-KINDERGARTEN LANGUAGE PROGRAM
TREASURE HUNT CHART / LESSON PLANS

WEEK/DAY	TREASURE TO BE FOUND	BONUS CARDS	INSTRUCTIONS FOR THE CLASS
1 - 1	Name Cards Triangle	Story Card (*If You Give A Mouse A Cookie) Scissor Card Number Card	•Use children's name strips. •Use red triangles provided. •Retell story. •The child explains to the class the safety rules using scissors. •The child will stand before the group and lead them in counting to 10.
1 - 2	Name Cards Red Triangle	Story Card (*Red Riding Hood) Egg Sequence	•Use children's name strips. •Use red triangles provided. •The child will retell the story using complete sentences. •The child will show his/her completed picture and verbally explain the sequence.
1 - 3	Name Cards Red Triangle	Story Card (*Clifford the Big Red Dog) Leader Card (Simon Says)	•Use children's name strips. •Use red triangles provided. •The child will retell the story using complete sentences. •The child will lead the group in a short game of "Simon Says."
1 - 4	Name Cards Red Triangle Color: Blue	Story Card (*Are You My Mother?) Little Boy Blue Sequence	•Use children's name strips. •Use red triangles. •Use blue rectangles. •The child will retell the story using complete sentences. •The child will show his/her completed picture and verbally explain the sequence.

*USE BONUS CARD WITH BOOK PICTURE.

6/89

CHAPTER 1 PRE-KINDERGARTEN LANGUAGE PROGRAM
TREASURE HUNT CHART / LESSON PLANS

WEEK/DAY	TREASURE TO BE FOUND	BONUS CARDS	INSTRUCTIONS FOR THE CLASS
2 - 1	Red Triangle Color: Blue Shape: Circle	Small/Large	•Use red triangles. •Use blue rectangles. •Use green circles. •The child will find large and small items in the room. You may ask more than one child to participate in this activity. Encourage verbalization.
2 - 2	Color: Blue Shape: Circle Color: Yellow	Small/Large Same/Different	•Use blue rectangles. •Use green circles •Use yellow rectangles. •The child will find large and small items in the room. Encourage verbalization •The child will find same and different items in the room. Encourage verbalization
2 - 3	Color: Blue Shape: Circle Color: Yellow	Number 2 IN	•Use blue retangle •Use green circles. •Use Yellow rectangles. •The child will identify the number, count to 2, and find 2 items in the room. •The child will find examples in the room that represent the concept "IN".
2 - 4	Shape: Circle Color: Yellow Color: Purple	ON/IN Number 2	•Use green circles. •Use yellow rectangles. •Use purple squares. •The child will find examples in the room that represent the concept. •The child will identify the number, count to 2, and find 2 items in the room. Encourage verbalization.

*USE BONUS CARD WITH BOOK PICTURE.

6/89

CHAPTER 1 PRE-KINDERGARTEN LANGUAGE PROGRAM
TREASURE HUNT CHART / LESSON PLANS

WEEK/DAY	TREASURE TO BE FOUND	BONUS CARDS	INSTRUCTIONS FOR THE CLASS
3 - 1	Brown Rectangle Name Cards Color: Purple	Story Card (*Teddy Bear Story) Your Choice	•Use brown rectangles. •Use children's name strips. •Use purple squares. •The child will retell the story using complete sentences. •Choose any Bonus Cards used previously to review as needed.
3 - 2	Brown Rectangle Color: Purple Red Triangle	Under Small/Medium/Large Number 3	•Use brown rectangles. •Use purple squares. •Use red triangles. •The child will find example in the room that represent the concept "under". Encourage verbalization. •The child will find small, medium, and large items in the room. •The child will identify the number, count to 3 and find 3 items in the room.
3 - 3	Green Circle Brown Rectangle Color: Purple	Number 3 Popcorn Sequence	•Use green circles. •Use brown rectangles. •Use purple squares. •The child will identify the number, count to 3, and find 3 items in the room. •The child will show his/her completed picture and verbally explain the sequence.
3 - 4	Green Circle Brown Rectangle Name Cards	Bear Body Parts Story Card (*Berenstain Bears The Missing Honey)	•Use green circles. •Use brown rectangles. •Use children's name strips. •Using the child 's bear, he/she will identify and label body parts. Encourage verbalization. •The child will retell the story using complete sentences.

*USE BONUS CARD WITH BOOK PICTURE.

6/89

CHAPTER 1 PRE-KINDERGARTEN LANGUAGE PROGRAM
TREASURE HUNT CHART / LESSON PLANS

WEEK/DAY	TREASURE TO BE FOUND	BONUS CARDS	INSTRUCTIONS FOR THE CLASS
4 - 1	Green Circle Blue Rectangle Red Triangle	 In Under On Hat	•Use green circles. •Use blue rectangles. •Use red triangles. •The child will find examples in the room that represent the concept "IN". •The child will find examples in the room that represent the concept "UNDER". •The child will find examples in the room that represent the concept "ON". •The child will show his/her hat and describe it to the class. Encourage expanded verbalization.
4 - 2	Rectangle Triangle Square Circle	 Number 4 Story Card (*More Caps for Sale) Your Choice	•Use blue rectangle. •Use red triangle. •Use purple square. •Use green circle. •The child will identify the number, count to 4, and find 4 items in the room. •The child will retell the story using complete sentences. •Choose any Bonus Cards used previously to review as needed.
4 - 3	Orange Rectangle Red Triangle Purple Square	 Rabbit Sequence Number 3 Number 4	•Use orange rectangles. •Use red triangles. •Use purple squares. •The child will show his/her completed picture and verbally explain the sequence. •The child will identify the number, count to 3, and find 3 items in the room. •The child will identify the number, count to 4, and find 4 items in the room.
4 - 4	Black Blue Brown Purple	 Dressing Sequence Leader Card (Body Parts)	•Use black rectangles. •Use blue rectangles. •Use brown rectangles. •Use purple squares. •The child will show his/her completed picture and verbally explain the sequence. •The child will choose another child from the semi-circle. The leader will point to that child's hands, nose, etc, and the other child will name the body parts.

*USE BONUS CARD WITH BOOK PICTURE.

6/89

CHAPTER 1 PRE-KINDERGARTEN LANGUAGE PROGRAM
TREASURE HUNT CHART / LESSON PLANS

WEEK/DAY	TREASURE TO BE FOUND	BONUS CARDS	INSTRUCTIONS FOR THE CLASS
5 - 1	No Set Today	Number 4 Number 5 Story Card (*Over in The Meadow) Your Choice	•The child will identify the number, count to 4 and find 4 items in the room. •The child will identify the number, count to 5 and find 5 items in the room. •The child will retell the story using complete sentences. •Choose any Bonus Cards used previously to review as needed.
5 - 2	No Set Today	White Your Choice Small/Medium/Large Story Card (*Rainbow)	•The child will identify 5 white items in the room. •Choose any Bonus Cards used previously to review as needed. •The child will find small, medium and large items in the classroom. Encourage verbalization. •The child will retell the story using complete sentences.
5 - 3	No Set Today	Bonus Treasure Bag	•Place all the Bonus Cards <u>except</u> the story cards and the sequence cards in the Treasure Bag. Each child will choose one Bonus Card and complete the designated activity. Encourage verbalization throughout the activity.
5 - 4	No Set Today	Bonus Treasure Bag	•Place all the Bonus Cards <u>except</u> the story cards and the sequence cards in the Treasure Bag. Each child will choose one Bonus Card and complete the designated activity. Encourage verbalization throughout the activity.

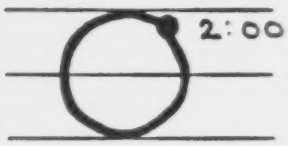
*USE BONUS CARD WITH BOOK PICTURE.

6/89

MPS CHAPTER 1 SUMMER SCHOOL

2 - 1

Today we learned about circles.



We are learning to trace and draw circles by pretending to look at a clock and putting our finger on the two. Then we go up and around (counter clockwise) to make our best circles. Remember, always start at two o'clock. We are also cutting curved lines with our scissors. We talked about large and small today.

HOME ACTIVITIES

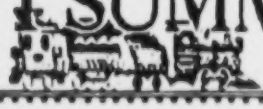
Practice making circles in the air and on paper. Look for circles everywhere. Your child can practice cutting large circles you have drawn.

Did your child bring something blue to school today? If not, he/she may bring it tomorrow.

Speech/Language Activity:

Have your child find large and small items in the house. Have him/her respond verbally with their best effort.

MPS CHAPTER 1 SUMMER SCHOOL



3-2

Today we learned about sets of 3.

We read the story of Goldilocks and the Three Bears and talked about all the sets of three in the story - bowls of porridge, chairs, beds, and bears. We also discussed small, medium, and large. We enjoy telling the story using our puppets. Each day we review our colors, shapes, and numbers from 1 - 5, as well as counting to 10.

HOME ACTIVITY

Count the windows in your home. Also, count out 3 objects.

Parents, please read to your child 5 - 10 minutes daily.

Speech/Language Activity:

Let your child tell you the story about *Goldilocks And The Three Bears*. Have your child use their puppets as they tell you the story.

ATTACHMENT D

MESA

PRE-KINDERGARTEN PROGRESS TEST

Student Name _____

Date _____

School/Fall Placement _____

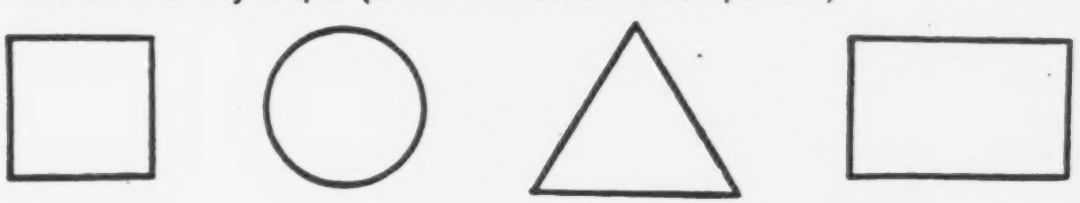
Summer School Teacher _____

Items	Possible Points	Points Received
1. Name Recognition	1	
2. Name Writing	3	
3. Shape Identification	4	
4. Color Identification	8	
5. Rote Counting - 10	10	
6. Number Recognition	5	
7. Story Sequence	3	
8. Body Part Identification	13	
9. Classification	3	

1. **Name Recognition** (1 point)
   TEST: Place 5 - 6 name cards in front of the child. Have the child select his/her name card.

2. **Name Tracing** (3 points. Tracing correct order - 1 point; reasonable legibility - 2 points.)
   TEST: Teacher prints child's name in pencil in space below. Student traces his/her name in crayon.

3. **Shape Identification** (4 points, 1 point for each shape.)
   TEST: Have child identify shape. (Check incorrect/omitted responses.)



4. **Color Identification** (8 points, 1 point for each color)
   TEST: Place 8 different colored crayons in front of the child. Have child identify each color. (Check incorrect/omitted responses.)

___ Black	___ Blue	___ Brown	___ Green
___ Purple	___ Orange	___ Red	___ Yellow

5. **Rote Counting to 10.** (10 points, 1 point for each numeral.)
   TEST: Have student count to 10. (Circle incorrect/omitted responses.)

1 2 3 4 5 6 7 8 9 10

6. **Number Recognition** (5 points, 1 point for each numeral.)
   TEST: Use Numeral Identification Sheet. Have student identify numerals. (Circle incorrect/omitted responses.)

3 2 1 5 4

7. **Story Sequence** (3 points, 1 point for each correct response.)
   TEST: Cut out sequence pictures included in the packet. Read story to student. Have him/her tell which picture came first, second, last. (Student may manipulate the pictures.)

8. **Body Parts Identification.** (13 points, 1 point for each correct response.)
   TEST: Have child identify the specific body part as the teacher say, "Show me your _____." (Check incorrect/omitted responses.)

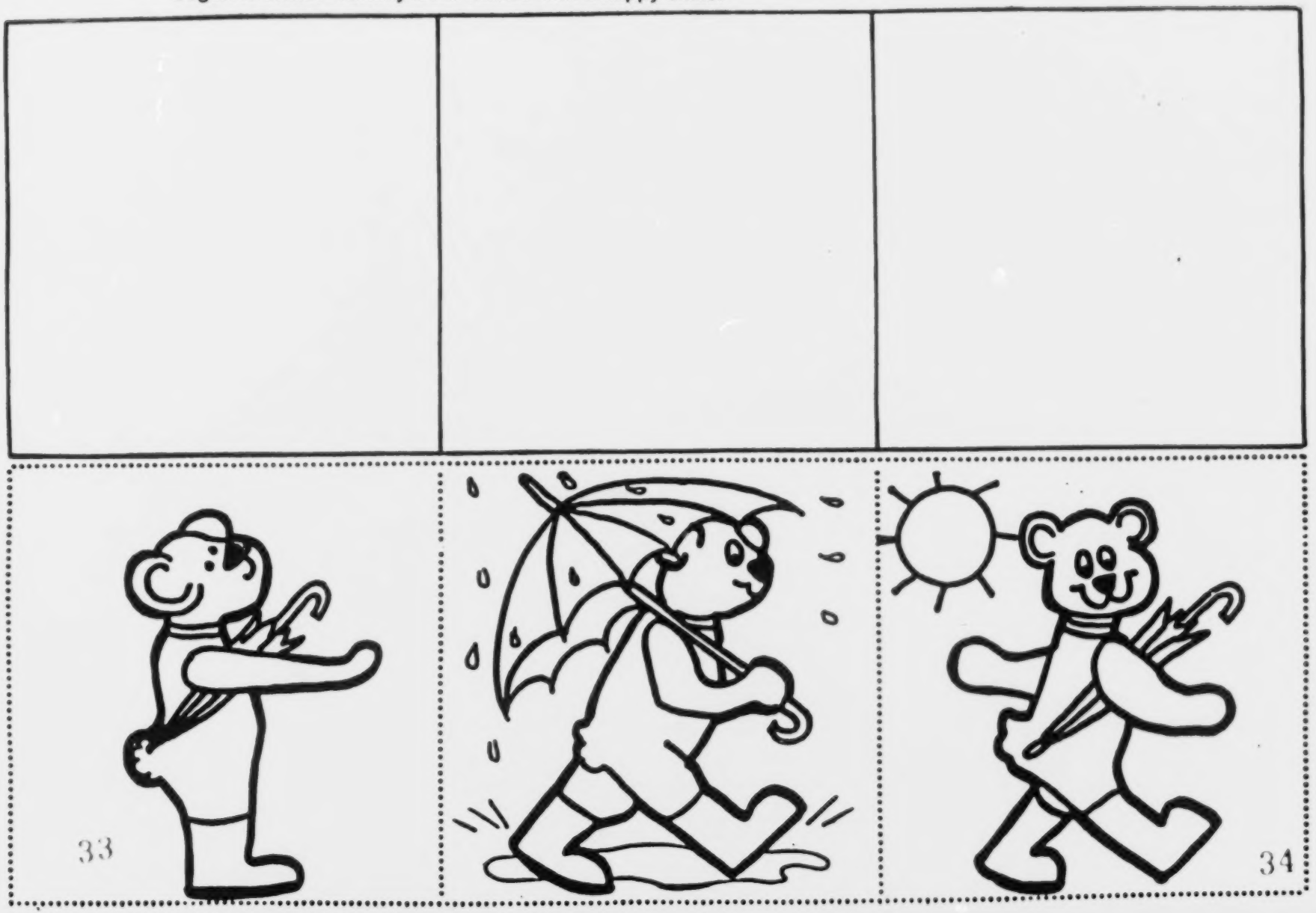
___ arm	___ head	___ elbow	___ ear	___ leg
___ chin	___ eye	___ mouth	___ knee	___ face
___ nose	___ hand	___ stomach		

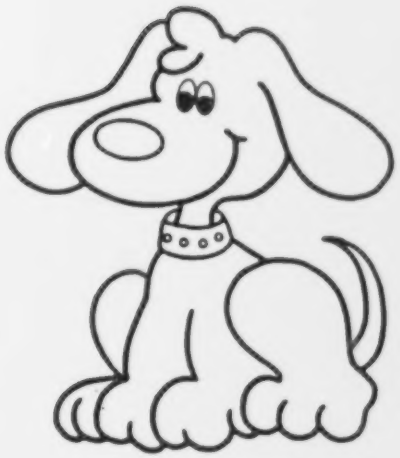
9. **Size Classification** (3 points, 1 point for each answer.)
   TEST: Use Classification Sheet.
   Have child identify the item as the teacher says,
   "Show me the large dog."
   "Show me the small dog."
   "Show me the medium-sized dog."

3 2 1 5 4

#7. STORY SEQUENCE

STORY: One rainy day, Tommy Bear Walked with his umbrella and splashed through the puddles. Then he put out his paw. The rain had stopped! So he closed his umbrella. The sun began to shine. Tommy Bear walked with a happy smile!





ATTACHMENT E

READINESS SKILLS INVENTORY (4TH EDITION)

STUDENT _____

SCHOOL _____ /19

TEACHER _____ _____ Total Score

EXAMINER _____

DATE SCREENED YR____ MO____ DAY____

DATE OF BIRTH YR____ MO____ DAY____

CHRONOLOGICAL AGE YR____ MO____ DAY____

CIRCLE CORRECT RESPONSES

			MASTERY LEVEL	SCORE	MASTERED	FOLLOW UP
SPEECH AND LANGUAGE SKILLS						
1. Name Body Parts	toes chin knee fingernails chest heel elbow stomach		6/8			
2. Name Colors	red blue green purple yellow orange black brown		6/8			
3. Personal Data	first name last name age siblings		3/4			
4. Concepts	short/long over/under up/down go/stop empty/full high/low bottom/top inside/outside		12/16			
5. Memory for Sentences	I went downtown. Mama is in the car. I am going home. I went outside to pick some flowers. We are going to buy some candy.		4/5			
6. Storytelling	sequence of story sentence quality story quality		2/3			
7. Articulation	saw ring table book chair cat shoe thumb dog gun fish house lamp knife		Pass			
	TOTAL SPEECH AND LANGUAGE		5/7			

____ **Speech/Language Referral**
(Refer to Speech & Language Specialist for 3 or more follow-ups and/or Fail on articulation)

37

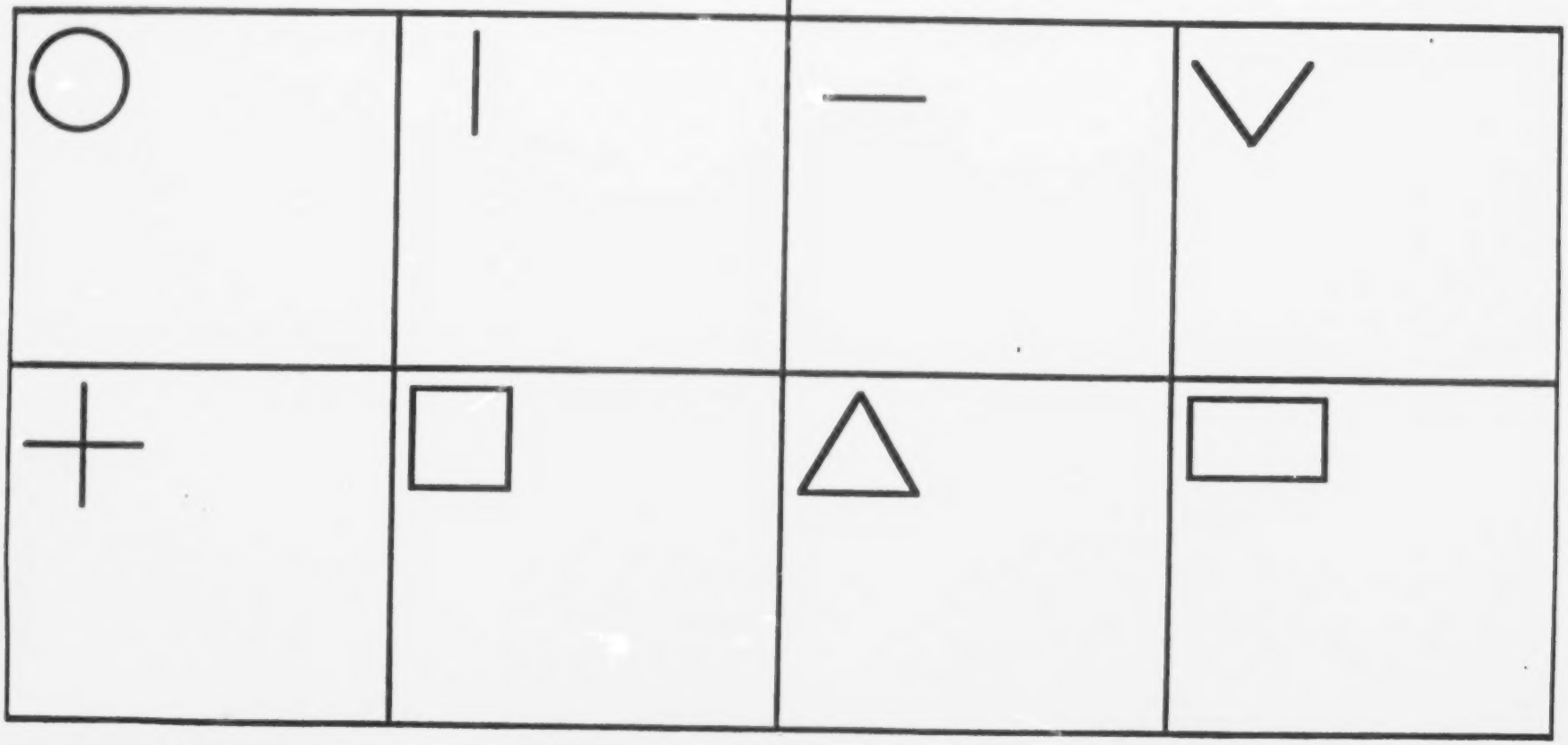
		MASTERY LEVEL	SCORE	MASTERED
READING READINESS SKILLS				
1. Visual Discrimination	1 2 3 4 5 6 7 8 9 10	8/10		
2. Name Upper Case Letters	C A F B D E H J I G L K O M P N S R Q U T W V Y Z X	8/26		
3. Follow Oral Directions	sample 1 2 3	2/3		
4. Sorts	shape size	1/2		
	TOTAL READING READINESS			
FINE MOTOR SKILLS				
1. Copy Designs	○ | — V + □ △ ▭	5/8		
2. Write First Name		Pass		
3. Copy First Name (give credit if passes #2)		Pass		
4. Cutting	line circle	1/2		
	TOTAL FINE MOTOR			
MATH READINESS SKILLS				
1. Point to Shapes	□ △ ▭ ◇ ○	3/5		
2. Rote Count	1 2 3 4 5 6 7 8 9 10	10/10		
3. Name Numerals	3 2 1 5 4	3/5		
4. Count Objects	1 3 5 4 2	3/5		
	TOTAL MATH			

38

COMMENTS:

WRITE FIRST NAME: Right handed Left handed No preference

COPY FIRST NAME:



INITIATIVE TO IMPROVE THE EDUCATION OF DISADVANTAGED CHILDREN

Identification of Unusually Successful Programs That Serve Disadvantaged Youth

NOMINATION FORM

Name of Local Educational Agency Mesa Unified School District #4

Address: 549 North Stapley Drive

Mesa, Arizona 85203 (602) 898-7700

Congressional district(s) Telephone number

I have reviewed the information and evaluation data contained on this form and, to the best of my knowledge, they are accurate.

Mrs.,Miss,
Ms.,Mr.,Dr. Mr. Greg E. Smolkovich

(Name of local Chapter 1 coordinator or official preparing this nomination)

Title: Chapter 1 Specialist

*Signature 12/14/89 (602) 890-7057

Date Telephone number

Mrs.,Miss,
Ms.,Mr.,Dr. Dr. James K. Zaharis

(Name of local superintendent or chief operating officer)

Title: Superintendent

(602) 898-7704

*Signature Date Telephone number

****

I hereby nominate this Chapter 1 project or State or local compensatory education program under the Initiative to Improve the Education of Disadvantaged Children. To the best of my knowledge, all of the information contained on this form is accurate, and, if a Chapter 1 project, it is being implemented in compliance with Federal requirements.

Mrs.,Miss,
Ms.,Mr.,Dr

(Name of Chief State School Officer or designee)

Title:

( )

*Signature Date Telephone number

*FORMS THAT DO NOT INCLUDE THESE SIGNATURES WILL NOT BE CONSIDERED.

41 BEST COPY AVAILABLE

SECTION I. DEMOGRAPHIC INFORMATION

Nominees must adhere to the format provided in this section.

IA. DISTRICT INFORMATION
(Complete for the nomination of a State and local compensatory education program or a Chapter 1 project that operates in a local school district. State agency programs will be described on page 2.)

School district data for year 19 88 - 89

1. District Enrollment 60,400

2. Total number of instructional staff in the district 2,905

3. Grades or equivalent education span of district K-12

4. Racial/ethnic background of students in the district:

2.20 % American Indian or Native Alaskan
1.55 % Asian or Pacific Islander
1.82 % Black, not of Hispanic Origin
84.43 % White, not of Hispanic Origin
10.01 % Hispanic

5. In general, how would you classify the district?
Rural _____ Small town _____
Suburban X Urban _____

6. What percentage of the students in your district comes from low-income families? 21% (Indicate how you define low-income and determined this percent.)

Free and reduced lunch counts

7. Identify major demographic changes in the school district within the last 3-5 years that have had an impact on the student population.

Significant decrease in community growth

8. MIGRANT EDUCATION PROJECTS ONLY.
Provide the number of students in each category.

_____ Currently Migratory _____ Formerly Migratory

3. Areas of Service

	Grades served by State, local or Chapter 1 project	Grades included in Nominated project
Reading		
Mathematics		
Oral Language	X	Pre-K
Other Language Arts	X	Pre-k
Other (Specify)	Speech	Pre-K

4. Number of children participating from public school(s) 115

5. Number of children participating from nonpublic school(s) 0
If nonpublic school children are not participating, give the reason.

Students from non-public schools do not enroll pre-school or register kindergarten students until August. Our summer assistance program is held June-July each year.

6. Number of staff in the program/project:

Administrators 1 Teachers 7
Aides _____ Volunteers 3

7. School year(s) for which this program/project is being nominated (must include school year 19 88 - 89). _____

8. Estimated annual per pupil cost to conduct this program/project in school year 19 88 - 89 . $125/student

9. MIGRANT EDUCATION PROJECTS ONLY.
Provide the number of students in each category.

Currently Migratory _____ Formerly Migratory _____

10. What are the primary educational needs of the particular group of students served by your program/project? Indicate how these needs were determined and whether there are ongoing procedures for reviewing their relevance. What was the date of the needs assessment that served as the basis for the educational needs cited in this nominated project? (Use additional sheet if necessary.)

11. Describe how students are selected for services. Describe the components of the selection criteria at different levels and how the criteria are used to make decisions. (Use additional sheet if necessary.)

See Attached Sheet

12. List the names of the schools or institutions participating in the program/project, and if it is a Chapter 1 LEA project, the percentage of children from low-income families for each school during school year just ended. (Use additional sheet if necessary.)

Name	Percent of children from low-income families*
See Attached Sheet	

*If percents are lower than percentage provided on page 1, item 6, please specify basis for inclusion, e.g., 25 percent rule, grandfathering.

OFFICE OF SENATOR JOHN McCAIN

COVER SHEET

TO: IRENE

FROM: PAUL FEENEY

DATE: 4-12-90

TIME: 12:30

NUMBER OF PAGES INCLUDING COVER: 5

Greg,
FYI
L

OFFICE NUMBER: 202/224-2235 FAX NUMBER: 202/224-8938

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF LEGISLATION

1990 APR 11 PM 2:11

April 9, 1990

Dear Senator:

Secretary of Education Lauro Cavazos will be announcing this week the selection of the seventh annual successful projects for disadvantaged children. Because one or more of these projects is located in your State, I thought you would be interested in receiving this good news should you wish to notify your constituent(s).

The projects were selected from nominations submitted by 41 States and the District of Columbia, and are part of the Secretary's Initiative to Improve the Education of Disadvantaged Children. Certificates of merit will be awarded to the 92 winning projects at a luncheon May 9 in Atlanta, Georgia.

Most of these projects were funded under Chapter 1 of Title I of the Elementary and Secondary Education Act which provides remedial services to meet the educational needs of some 4.9 million disadvantaged children. It is the largest federally-funded elementary and secondary education program ($5.4 billion in fiscal year 1990) and serves approximately 14,000 eligible school districts across the country.

I have enclosed a complete list of the successful projects and information on the selection criteria. If the Office of Legislation can be of further assistance, please do not hesitate to contact us.

Sincerely,

Nancy Mohr Kennedy

Nancy Mohr Kennedy
Assistant Secretary

Enclosure

400 MARYLAND AVE., SW WASHINGTON D.C. 20202

FACT SHEET

1990 Awards

Programs Effective in Meeting the Special Educational Needs of Disadvantaged Children (For the 1988-89 School Year)

Selection criteria for the projects:

Program Attributes

1. Clear project goals and objectives that state high expectations for student learning and behavior
2. Appropriate instructional materials, methods, and approaches that result in maximum use of academic learning time
3. Coordination with the regular program
4. Student progress closely monitored to provide for regular feedback and reinforcement
5. Strong leadership
6. Professional development and training of school and Chapter 1 staff and parents
7. Parent/community involvement
8. Positive school/classroom climate
9. Excellence recognized and rewarded
10. Evaluation results used for program/project improvement

Achievement Indicators

- Formal measures of achievement (e.g., test score gains)
- Informal measures of achievement (e.g., student self-assessment or teacher/parent judgment)
- Other project outcomes (e.g., improved attendance, reduced dropout rates, improved student discipline)
- Sustained gains

A series of sourcebook volumes, entitled "Effective Compensatory Education Sourcebook," has been prepared in conjunction with this recognition program. Volume I contains the findings of effective schools research as they relate to the 10 attributes, with an emphasis on compensatory education. Subsequent volumes contain descriptive profiles of the projects identified by the Initiative since 1985. Descriptions of this year's projects will be published in Volume VI of the sourcebook.

1990 AWARDS

PROJECTS EFFECTIVE IN MEETING THE SPECIAL NEEDS OF DISADVANTAGED CHILDREN
(For the 1988-89 School Year)

ALABAMA

Neil P. Hyche
Superintendent
Lonnie Mae Morse
Federal Programs Director
Tuscaloosa County Board of Education
P.O. Drawer 2568
Tuscaloosa, AL 35403
(205) 758-0411
Math
Grades 1-6

Billy D. Salter
Superintendent
Leo Brown
Chapter 1 Director
Mobile County Board of School Commissioners
Box 1327
Mobile, AL 33633-1327
(205) 690-8250
Early Childhood
Grade Pre-K

ARIZONA

Gary A. Knox
Superintendent
Lori Collins Walk
Federal Programs Director
Crane Elementary School District
4250 West 16th Street
Yuma, AZ 85364
(602) 782-5183
Reading
Grades 2-6

James K. Zaharis
Superintendent
Greg E. Smolkovich
Chapter 1 Specialist
Mesa Unified School District #4
549 North Stapley Drive
Mesa, AZ 85203
(602) 898-7700
Oral Language, Language Arts and Speech
Grade Pre-K

ARKANSAS

Tom Cheney
Superintendent
William Edwin Benning
Federal Programs Director
Helena-West Helena Public Schools
P.O. Box 369
Helena, AR 72342
(501) 338-8172
Reading and Oral Language
Grade 8

CALIFORNIA

George Lantz
Superintendent
Carley Ochoa
Special Projects Director
Riverside Unified School District
3380 14th Street
Riverside, CA 92501
(714) 788-7130
Reading, Math and Oral Language
Grades 1-6

Projects For Migrant Children

ARIZONA

James K. Zaharis
Superintendent
Irene C. Friklich
English as a Second Language/
Migrant Program Director
Mesa Unified School District #4
549 North Stapley Drive
Mesa, AZ 85203
(602) 898-7704
Reading, Math and Oral Language
Grades 8-12

INDIANA

Monte Sriver
Superintendent
Maritza Robles
Director
South Bend Community School
Corporation
635 South Main Street
South Bend, IN 46601
(219) 282-4100
Reading, Math, Oral Language and
Language Arts
Grades K-10

MICHIGAN

Joe E. Gonzales
Deputy Superintendent
Carlota A. Ortega
Migrant/Bilingual Program Director
Bay City Public Schools
910 Walnut
Bay City, MI 48706
(517) 686-9700
Reading, Math, Oral Language and
Language Arts
Grades K-12

UTAH

James L. West
Superintendent
John E. Ulibarri
Chapter 1/Migrant Education Director
Ogden City School District
2444 Adams Avenue
Ogden, UT 84401
(801) 625-8782
Reading, Math and Oral Language
Grades K-8

FAX 890-7065

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